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Author

KNIGHT, Jane

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Abstract

Transnational education (TNE), described as the mobility of programmes and providers across international borders, is a dynamic and increasingly important part of higher education provision. This article provides a brief overview of three recent studies on the impact of TNE on host countries, national TNE policies and regulations in selected host and sending TNE countries, and a review of the TNE research since 2000. Collectively, these studies show a great deal of confusion about the different types of TNE such as partnership programmes, joint universities, distance education, franchise programmes and international branch campuses. To provide some clarification, a Common TNE Classification Framework of six major modes of collaborative and independent programme and provider mobility is examined. In addition, the benefits and uses of the classification framework for data collection, development of national policies and regulations, quality assurance, higher education planning, monitoring of trends, and cross-country comparisons are discussed. (HRK / Abstract übernommen)